

THE HACKETTSTOWN HIGH SCHOOL STUDENT STYLE BOOK & RESEARCH PAPER HANDBOOK

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February 2007

Sources: Hunterdon Central Regional High School,
MLA Handbook for Writers of Research Papers, 6th Edition,
New Jersey Department of Education,
North Hunterdon-Voorhees Regional High School District,
Randolph Township Public Schools,
“The Six Traits of Writing”

Six Traits of Good Writing

•Ideas and Content — My paper is focused, clear, and specific.

- My writing is full of details that keep the reader’s attention and highlight what is really important.
- I know a lot about this topic, and when someone else reads it, they’ll learn something.
- I made sure to show what was happening rather than tell what happened.
- I filled my paper with interesting tidbits that make it fun and lively to read.
- I made sure my topic was small enough to handle.

•Organization — My paper has a clear and compelling direction.

- I’ve chosen an order that makes the reader want to find out what’s coming next.
- My beginning gets the reader’s attention and gives clues about what is coming.
- Every detail adds a little more to the main idea or story.
- All my details are in the right place. The reader never feels lost.
- I didn’t drag on too long, and I left my reader with something to think about.

•Voice — My writing is really individual and powerful.

- You can tell that I wrote this. No one else sounds like this!
- Readers can tell I am talking right to them.
- I write with confidence and sincerity.
- My paper is full of feelings, and my reader will feel what I feel.
- I am not afraid to say what I really think.

•Word Choice — My writing is clear, vivid, accurate, and precise.

- I picked just the right words to express my ideas and feelings.
- All the words in my paper fit. Each one seems just right.
- My words are colorful, snappy, vital, brisk, and fresh. You won’t find overdone, vague, or flowery language.
- Look at my energetic verbs!
- Some of the words and phrases are so vivid that the reader won’t be able to forget them.

•Sentence Fluency — My writing is varied and natural.

- My sentences are clear and pleasing to read aloud, even with no rehearsal. I love the sound of this paper.
- Some sentences are long and stretchy, while some are short and snappy.
- My sentence beginnings vary; they show how ideas connect.
- You can tell that I have good “sentence sense” because my writing just flows.
- All excess baggage has been cut. I’m economical with words.

•Conventions — My paper is mostly correct.

- There are very few errors in my paper; it wouldn’t take long to get this ready to publish.
- I used capitals, periods, commas, exclamation marks, and quotation marks correctly.
- My spelling is accurate.
- My paragraphs are indented to show where new ideas begin.
- My grammar and usage are consistent and demonstrate awareness of standard written English.

Source: “The Six Traits of Writing”

The Writing Process

- talking / interviewing
- reading / research
- brainstorming
- role playing
- freewriting
- notetaking
- clustering
- reflecting
- outlining
- webbing
- drawing

Prewriting

(Generating Ideas)

Drafting

(Focusing and Organizing Ideas)

- thesis statement
- topic sentences
- introduction
- elaboration
- conclusion

- ideas
- voice
- purpose
- audience
- word choice
- organization
- rubrics
- checklists
- conferences
- writing circles

Revising

(Evaluating and Clarifying Ideas and Organization)

Editing

(Correcting Mechanics)

- grammar & usage
- punctuation
- capitalization
- spelling
- format

- presenting
- performing
- publishing
- portfolios

Postwriting

Concept Source:
NJDOE

Revising and Editing Skills

Hackettstown High School students are expected to . . .

A. identify and correct common capitalization, punctuation, and spelling errors.

• Capitalization

- a title used with a person’s last name (Mayor Lynch)
- appropriate words in titles (A Tale of Two Cities)
- proper nouns (Spain, Industrial Revolution, Kennedy High School)
- proper adjectives (English tea, German shepherd, Persian carpet)
- the first word in a direct quotation (She said, “They will know.”)

• Punctuation

— periods — question marks

— commas

- in compound sentences (I didn’t make the team this year, but I plan to try again next year.)
- to separate a series of adjectives (The elephant is a large, powerful animal.)
- to set off appositives (Seattle, the largest city, borders the Pacific Ocean.)
- between city and state (Trenton, New Jersey)
- before a direct quotation (Howard said, “Let’s go to my favorite restaurant.”)
- to set off a name in direct address (Joel, will you help me?)
- after an introductory word or group of words (Well, I’m not sure what to say.)
- after introductory phrases (Frightened by the big dog, the child began to cry.)
- after introductory clauses (Before Lucy typed her report, she went to the library to do research.)
- in a series of words, phrases, or clauses (My chores include walking the dog, cleaning my room, and washing the dishes.)

— semicolons (

- to separate independent clauses (The distance is long; the roads are poor.)

— apostrophes

- in possessives (the baby’s toys, the babies’ toys, Charles Dickens’s novels, the Dickens’ woes)
- in contractions (she’s, aren’t, could’ve)

— colons

- before a list of words or phrases (Passengers may order the following beverages: coffee, tea, juice, or milk.)
(My parents asked me to do the following: walk the dog, wash the dishes, and clean my room.)

— quotation marks

- at the beginning and end of a direct quotation (He said, “We must work together to win.”)
- enclosing the titles of articles, essays, short stories, and poems (“The Raven”)

— ellipses — dashes

— parentheses — italics / underlining

B. revise to create sentence variety.

• Combine and expand sentences

Construct **compound** and **complex** sentences

• Vary sentence openings

C. use transitions to reinforce a logical progression of ideas.

• Compare / contrast (on one hand, in the same way, likewise, however)

• Cause and effect (as a result, consequently, therefore)

• Time / chronology (that day, later, now, usually, meanwhile, never)

• Summarize / conclude (therefore, consequently, in short, finally)

• Show alternatives (of course, on the contrary, however, nevertheless)

• Qualify (in some cases, however, not unless, occasionally, rarely)

• Add to / illustrate a point (also, similarly, for example, furthermore)

• Show sequence/process (then, next, earlier, later, finally, previously)

Source: NJDOE

Revising and Editing Skills

Hackettstown High School students are expected to . . .

D. revise to correct nonstandard usage.

- Incorrect and inconsistent **verb** and **pronoun usage**
 - subject-verb agreement (A flock of birds **is** overhead.)
 - pronoun-antecedent agreement (Everyone must carry **his** or **her** backpack.)
 - tense formation (appropriate tense, proper form of irregular verbs)
 - pronouns
- A **subject pronoun** is used as a **subject** (Dorothy and **I** went shopping.)
- An **object pronoun** is used as an **object** (Were you standing between Jeff and **me**?)
- A **possessive pronoun** shows possession (Carry **your** bag. Give the dog **its** bone.)
- Sentence **fragments** and **run-on** sentences
- Incorrect use of **modifiers** and **modifying phrases**
- Incorrect use of **parallel structure** or absence of **parallelism**
- Incorrect **coordination** and / or **subordination** of ideas
- **Nonstandard written English**
- **Wordy** or **imprecise** language
 - **slang** — **colloquialism**
 - improper **construction** — **nonstandard usage**

E. revise content to promote clarity of thought.

- Select a **focus** or **controlling idea**
- Select **supporting** / **developing ideas** with **specific details** / **concrete examples**
- Develop effective **organizational strategies**
- Logically relate **content** to **topic**, **audience**, and **purpose**
- **Reorganize written text**
 - reorganize **sentence** / **paragraph** order
 - add, insert, rearrange **sentences** / **paragraphs**

Source: NJDOE

Why People Write

<i>To express themselves</i>	To share experiences; to understand themselves; to discover meaning in their own lives
<i>To inform or explain</i>	To provide knowledge, facts, data; to make something clear or understandable; to explore an idea or problem; to instruct, record, or report; to generalize or theorize
<i>To persuade</i>	To convince others to do something or believe something
<i>To create</i>	To present real or imagined experience for enjoyment; to highlight ideas, feelings and/or impressions through creative language; to say something in a unique way

Source: Randolph Township Public Schools

Style Matters!

Using Numbers

1. If you are writing about literature or a subject that involves *infrequent* use of numbers, **spell out** numbers written in **one or two words** and represent other numbers by **numerals** (one, thirty-six, ninety-nine, one hundred, fifteen hundred, two thousand, three million, one-half — *but* 2½, 101, 137, 1,275).

If your project calls for frequent use of numbers — for example, a scientific or statistical paper — use numerals for all numbers that precede units of measurement (**16 amperes**, **5 milliliters**). Also use numerals for numbers that are presented together and that refer to similar things, such as in comparisons or reports of experimental data. Spell out other numbers if they can be written in one or two words. In the **ten** years covered by the study, the number of participating institutions in the United States doubled, reaching **90**, and membership in the **six**-state region rose from **4** to **15**.

2. For **very large numbers**, use a combination of numbers and words: **17 million 1.5 billion**
3. For **sentence beginnings** use words, not numerals: **Nineteen** students in the class had brown hair.
4. Use **numerals** for numbers in the following forms:

money	\$1.50	decimal	98.6
percentage	50%	page	pages 12-21
chapter	chapter 5	address	701 Hill Street
date	June 6	time	3:30 p.m.
statistic	a score of 5 to 2	abbreviation	6 lbs.

5. Express **related numbers** in the **same style**: Only **5** of the **250** delegates attended.

Using Titles

1. **Underline** the **titles** of books, publications, radio and television programs, films, and works of art.

- | | | |
|-------------------------------------|---|-------------------------------|
| • Book — <u>The Outsiders</u> | • Magazine — <u>Rolling Stone</u> | • Painting — <u>Mona Lisa</u> |
| • Newspaper — <u>Boston Globe</u> | • TV show — <u>Veronica Mars</u> | • Play — <u>Avenue Q</u> |
| • Long poem — <u>The Iliad</u> | • Movie — <u>Napoleon Dynamite</u> | • Ship — <u>Titanic</u> |
| • Software — <u>Microsoft Vista</u> | • Opera — <u>The Marriage of Figaro</u> | |

2. Enclose in **“quotation marks”** the **titles** of short stories, articles, essays, short poems, and songs.

- | | |
|-------------------------------------|-----------------------------------|
| • Short story — “The Lottery” | • Essay — “Common Sense” |
| • Short poem — “The Road Not Taken” | • Song — “America, the Beautiful” |

3. **Capitalize the first and last words** of the title and all important words. Do *not* capitalize prepositions and conjunctions of fewer than four letters.

Alice in Wonderland “I Know Why the Caged Bird Sings” “I Have a Dream”

Hyphenating Words

Avoid dividing words if at all possible — and be extra careful not to divide a word between pages of your paper. If you must hyphenate, remember these rules:

1. Divide words *only* between syllables: **cus-tom** **slo-gan**
2. Words of one syllable or their plurals *cannot* be divided: **strength** **edges**
3. *Avoid* leaving a single letter at the beginning or end of a line: **a-bout** **read-y**
4. Dates should *not* be separated: **September 12, 1992**
5. Proper names, titles, or degrees that belong with names should *not* be separated:
Dr. Anne R. Smith R. E. Jones, D.D.S.

Source: *MLA 6th ed.*

Research Paper Format

1. Typeset —

Use a standard, **12-point font**, such as *Times-Roman*. Underline titles of novels, plays, epic poems, magazines, and full length films. Use “quotation marks” for titles of poems, articles, songs, short stories, and short films. Do *not* use **boldface** in a research paper; do *not* use novelty fonts; do *not* use condensed or expanded type.

2. **Double-space** throughout the paper (including quotations).

3. **Left-justify** the **BODY** (but **center** the title and/or title page).

4. Use **8½" x 11"** white paper. Use only **one side** of the paper.

5. Leave **1" margins** on all sides of all pages.

6. Numbering pages —

Your **last name**, followed by a space, followed by the **Arabic page number**, should appear at the top right corner of every page, **1"** from the top of the page and **1"** from the right side of the page.

7. The text should *not* contain subtitles or numbered divisions. Use continuous paragraphing (do not quadruple-space between paragraphs). The closing page of your text should end with a period and blank space on the remainder of the page. Do *not* write “The End” or provide art work on the remainder of the page. Do *not* start the Works Cited on the final page of the text.

First Page Format

Your Last Name 1

Firstname Lastname

Teacher’s Name

Course Title Block #

Day Month Year

Center the Title: Do *Not* Underline *Your* Words

A research paper does *not* require a title page. New paragraphs should be indented ½" from the left margin. Leave **1"** margins on all sides of the paper. Double-space throughout the paper; do *not* quadruple-space between paragraphs (or anywhere else in the paper). The left margin is justified, but the right margin is *never* justified. Use a standard, 12-point font, such as *Times-Roman*.

Source: North Hunterdon-Voorhees Regional High School District

Hackettstown High School — Style Book and Research Paper Handbook

Research Log

Essential Parts of a Research Paper

Date Due

- _____ 1. Title page (if required by your teacher)
- _____ 2. Outline (if required by your teacher)
- _____ 3. The paper (paragraphs of introduction, body, conclusion — with
parenthetical citations)
- _____ 4. Works Cited page

Procedures

Date Due

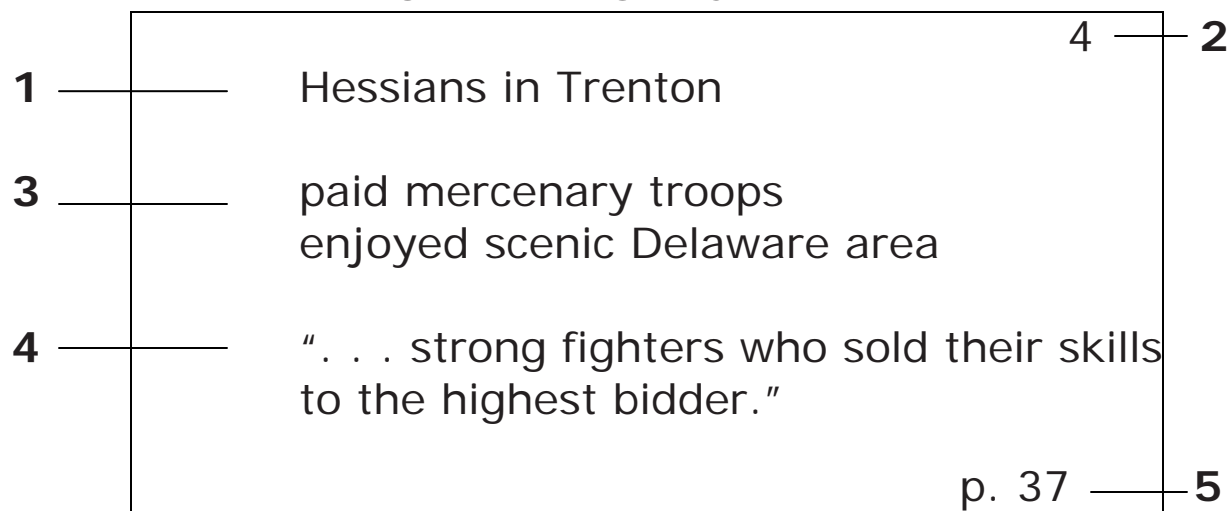
- _____ 1. Select an appropriate topic.
- _____ 2. Do *preliminary* research to determine how much information is available.
- _____ 3. Narrow the topic so that it can be fully covered within the length limitations
of the paper.
- _____ 4. Phrase your topic as a question, as a problem, or as a thesis statement.
- _____ 5. Make a *preliminary* outline to serve as a research guide.
- _____ 6. Find relevant resources. Prepare Works Cited information for each source.
- _____ 7. Read extensively and carefully on your topic and take relevant notes.
- _____ 8. Revise your outline as necessary, based on your research.
- _____ 9. Fill in any underdeveloped areas with information from more readings.
- _____ 10. Write a first draft.
- _____ 11. Revise, edit, and rewrite the paper.
- _____ 12. Keep a copy of *both* the first draft *and* the final draft. If you write the paper
on a computer, make a backup copy on a separate disk.

Notetaking for Research

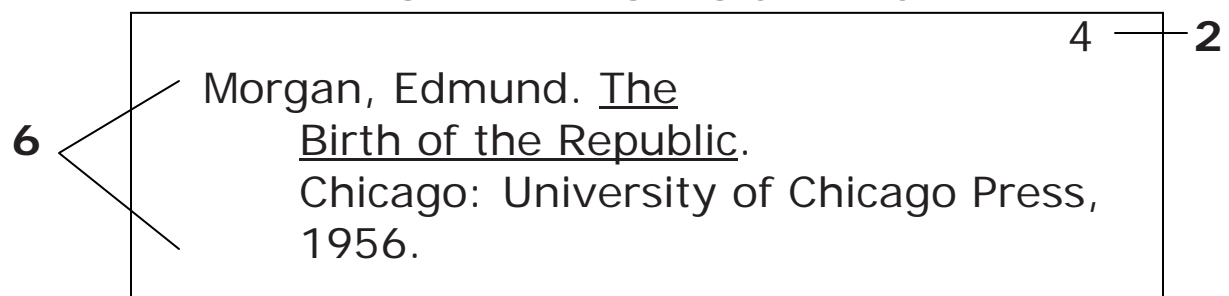
Use index cards for note cards and source cards. Each note card should contain the following:

1. subject divisions that are based on your preliminary outline
2. information from your source —
HINTS: be accurate; enclose direct quotations in quotation marks; use key words and phrases rather than full sentences
3. a key code number that corresponds to the works cited card to identify the source of the information
4. the specific page number(s) where this information was found

SAMPLE NOTE CARD



SAMPLE WORKS CITED CARD



KEY

- | | |
|---------------------------|--|
| 1 — Subject division | 4 — Direct quote from the source |
| 2 — Source identification | 5 — Page number where this information was found |
| 3 — Paraphrased notes | 6 — Complete works cited information |

An Alternate Notetaking Method

Source type: Book ___ Periodical ___ Encycl. ___ Internet ___
Video ___ Govt. pub. ___ Interview ___ Database ___

Author _____ Editor _____

Title (book / periodical) _____

Article title (periodical / collection) _____

Pub. date _____ Edition _____ Vol. _____ No. _____ Page(s) _____

Publisher _____ Date of publication _____

URL (www) _____ Date accessed _____

Notes: _____

Source: Instructional Media Center, Hunterdon Central Regional High School

Writing an Outline

FORMAT

- I. Main topic
 - A. Subtopic
 - B. Subtopic
 - C. Subtopic
 - 1. Detail
 - 2. Detail
- II. Main topic
 - A. Subtopic
 - 1. Detail
 - 2. Detail
 - B. Subtopic
 - C. Subtopic
 - 1. Detail
 - 2. Detail

EXAMPLE

- I. Causes of overweight
 - A. Slow metabolism
 - B. Lack of exercise
 - C. Poor eating habits
 - 1. Overeating
 - 2. Poor nutrition
- II. Results of being overweight
 - A. Medical problems
 - 1. High blood pressure
 - 2. Increased risk of heart attack
 - B. Lethargy
 - C. Poor self-concept
 - 1. Appearance
 - 2. Other perceptions

Parenthetical Documentation

You must give credit to sources you use in researching a topic. That is, you must give an author credit *either* if you use his or her exact words *or* if you paraphrase (restate in your own words) his or her ideas. “Credit” means identifying a source through **parenthetical documentation** or **parenthetical citation**. The reader of your report will then know which words and ideas are your original thoughts and which are those first expressed by someone else.

Keep in mind:

1. Your readers will expect **parenthetical documentation** for the following:

- a. word-for-word quotations
- b. passages (sections or paragraphs) that are summarized or paraphrased
- c. charts, graphs, or diagrams not your own
- d. statistics not compiled by you
- e. theories or interpretations not your own
- f. key words or terms taken from a specific source

2. *Common knowledge requires no documentation.* Common knowledge is information found in three or more sources. For example, the date of an author’s birth, the number of novels he or she wrote, or the city in which he or she lived is common knowledge. However, if you quote this information directly from the source, enclose the words in quotation marks and cite the source.

3. Another writer’s interpretation of the meaning or importance of common knowledge must be documented. *When in doubt, document!*

Sample Parenthetical Citations

Use **parenthetical citations** to indicate exactly which one of the sources listed on the **Works Cited** page is the source of any quoted passage.

If the author *is* named within the sentence:

> In his Autobiography, Benjamin Franklin states that he prepared a list of thirteen virtues (135). This did not . . . — **OR** —

> Franklin said, “I am pleased with the list of thirteen virtues I produced, but I am embarrassed that I could not master them all” (135). — **OR** —

> Although Franklin admitted, “I am very embarrassed that I could not master them [thirteen virtues] all” (135), that is no reason to criticize him.

If the author is *not* named within the sentence:

> At least thirteen virtues have been credited to his name (Franklin 135). — **OR** —

> “I included under thirteen names of virtues all that at the time occurred to me as necessary or desirable” (Franklin 135).

Source: Randolph Township Public Schools

Parenthetical Documentation

QUOTED MATERIAL

All quotations, whether a single word or an entire paragraph, must be attributed to the author or source in the text of your paper. Choose quotations carefully, keep them brief, and use them only when they are interesting, revealing, or necessary to support your ideas. A paper that is overloaded with quotations often means that a writer has not done much independent thinking. When quoting material, use exact capitalization, punctuation, and spelling. Any changes you make should be clearly marked:

PUNCTUATION NOTE

- Use an **ellipsis** (. . .) and **brackets** ([]) when you omit words from a quotation: “Pairs of falcons may hunt as a team [. . .]. The lower falcon scares up prey and the other [. . .] dives and attacks” (Smith 19).
- Use **brackets** ([]) around words you add to a quotation: Smith says, “Falconry [hunting with falcons] declined after the invention of guns” (35).

SHORT QUOTATIONS

Prose quotations of **four lines or fewer** and **verse** quotations of **three lines or fewer** are included in the body of the paper, with quotation marks. Document your source with a **parenthetical citation**:

Ernest Rose says, “The highly spiritual view of the world presented in Siddhartha exercised its appeal on West and East alike” (74).

LONG QUOTATIONS

For **prose** quotations of **more than four** lines and **verse** quotations of **more than three** lines, indent each line **1”**. Continue **double spacing** between lines. Do **not** use quotation marks. Do **not** right-justify. Example:

John K. Mahon offers this insight on the War of 1812:

Financing the war was very difficult at the time. Baring Brothers, a banking firm of the enemy country, handled routine accounts for the United States overseas, but the firm would take on no loans. The loans were in the end absorbed by wealthy Americans at great hazard — also, as it turned out, at great profit to them. (385)

Mahon clearly understands the difference between patriotism and . . .

PARAPHRASING

If you use another person’s words, facts, or ideas without using exact quotations, be sure to cite the source of your information:

Normally, a falcon lives for only four or five years, although some have been known to live twelve years or even longer (Wilson 68).

Academic Honesty

The educational process assumes that students will be honest in their academic work. Cheating, falsifying research, or stealing the words or ideas of another person damages the educational process. In its brochure “Academic Honesty: Misconduct —Stop and Think,” Ohio University defines plagiarism as “the presentation of the ideas or the writing of someone else as one’s own work” and cites the following examples of plagiarism:

1. “Reproducing another person’s work, whether published or unpublished. (This includes using materials from companies that sell ‘research papers.’)”
2. “Submitting as your own any academic exercise (written work, homework, computer printout) prepared totally or in part by another.
3. “Allowing another person to alter or revise your work substantially and submitting it as your own.
4. “Using another’s written ideas or words without properly acknowledging the source. If a student uses the words of someone else, he or she must put quotation marks around the passage and indicate its origin. Simply changing a word or two while leaving the organization and content substantially intact and failing to cite the source is plagiarism. Students should also take note that failure to acknowledge study aids such as Cliffs Notes or common reference sources constitutes plagiarism.”

The brochure also states that “if a student is unsure about a question of plagiarism or cheating, he or she is obligated to consult his or her [teacher] on the matter before submitting the material.”

Source: Randolph Township Public Schools

Cheating & Plagiarism

- Cheating and plagiarism are not tolerated in the Hackettstown School District.
- Any student guilty of such activity will receive a **ZERO** for work on which cheating or plagiarism occurred.

Evaluating Sources

Use the following matrix to evaluate sources for **Credibility**, **Accuracy**, **Reasonableness**, and **Support**.

Credibility	Trustworthy sources, evidence of quality control, respected authorities. GOAL: authoritative sources, sources you can trust because they supply sound evidence.
Accuracy	Up to date, factual, detailed, comprehensive, exact. GOAL: sources that are correct today (not yesterday), sources that present the whole truth.
Reasonableness	Fair, balanced, objective, reasoned, without conflicts of interest, without weak reasoning or slanted tone. GOAL: sources that engage the subject thoughtfully and reasonably, sources concerned with the truth.
Support	Listed sources, contact information, available corroboration, supported claims and documentation. GOAL: sources that provide convincing evidence for claims.

— **ALL SOURCES MUST BE APPROVED BY YOUR TEACHER** —

Source: Randolph Township Public Schools

Here is what plagiarism looks like —

THE SOURCE:

While researching in the library or on the World Wide Web, you find the following passage in the “Afterword” of Lois Lowery’s novel Number the Stars. Since you have read the entire book, you realize that the passage is logical and interesting and decide to use the idea from page 133 in your report.

“I had always been fascinated and moved by Annelise’s descriptions not only of the personal deprivation that her family and their neighbors suffered during those years, and the sacrifices they made, but even more by the greater picture she drew for me of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X.”

THE PLAGIARISM:

1. Plagiarism through undocumented, *verbatim* use of the writer’s words:

The main character’s behavior shows that the people suffered and made sacrifices during those war years. The young girl gives an *even greater picture of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X.*

2. Plagiarism through undocumented *paraphrasing* of the writer’s words:

Number the Stars tells about the suffering and sacrifices the Danish people endured and also shows their courage and integrity as they followed the leadership of Christian X, the king they loved so much

3. Plagiarism through undocumented use of the writer’s *main idea*:

In Number the Stars the bravery and self-sacrificing of the Danish citizens proves that human beings, even in the worst circumstances, can still behave in an admirable, decent, and patriotic way.

THE CORRECT WAY:

1. Correct (indented) documentation of a *long quotation*:

In the “Afterword” of Number the Stars, Lois Lowery states,

I had always been fascinated and moved by Annelise’s descriptions not only of the personal deprivation that her family and their neighbors suffered during those years [WW II], and the sacrifices they made, but even more by the greater picture she drew for me of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X. (133)

2. Correct documentation of a *paraphrase*:

As Lois Lowery herself suggests, the bravery and self-sacrificing of the Danish citizens, children as well as adults, proves that human beings, even in the worst circumstances, can still behave in admirable, decent, and patriotic ways (133).

Source: Randolph Township Public Schools

Sample Entries for the Works Cited Page

On the Works Cited page,

- • **list all sources** used in preparing the paper.
- • **double-space** every line on the page.
- • arrange entries **alphabetically** by the author's last name.
- • if **no author** is given, use the first major word of the title to alphabetize.
- • do **not** alphabetize based on the introductory words "a," "an," or "the."
- • *neither number nor letter* the entries.
- • the **first line** of each entry is **flush** with the **left** margin. **Indent** all other lines ½ ".
- • when citing multiple works by the same author, alphabetize by the first words of the titles. Write a complete citation for the first title. For subsequent titles, use three hyphens instead of the author's name.

Print Sources

- **A Book by a Single Author**

Thompson, Stith. The Folktale. New York: Dryden, 1946.
(Author) (Book) (City: Publisher, Year.)

- **A Book by Two or More Authors**

Eggs, Suzanne, and Diane Slade. Analyzing Casual Conversation. London: Cassell, 1997.
(Authors) (Book) (City: Publisher, Year)

- **Two or More Works by the Same Author(s)** (in subsequent entries three dashes (---) are substituted for the name)

Cothran, Helen, ed. Do Nuclear Weapons Pose a Serious Threat?. San Diego, CA: Greenhaven Press, 2005.
(Author) (Book) (City) (Publisher, Year)

---. Nuclear Security. San Diego, CA: Greenhaven Press, 2002.
(Book) (City: Publisher, Year)

- **A Book by a Corporate Author**

National Research Council. China and Global Change: Opportunities for Collaboration. Washington: Natl. Acad., 1992.
(Corporation / Association / Committee) (Title) (City, Publisher, Year)

- **A Work in an Anthology or Collection** (i.e.: Contemporary Literary Criticism)

More, Hannah. "The Black Slave Trade: A Poem." British Women Poets of the Romantic Era. Ed. Paula R. Feldman. Baltimore: Johns Hopkins UP, 1997. 472-82.
(Author of article) (Article title) (Anthology title) (Editor of anthology) (City: Publisher, Year, Pages in anthology)

- **An Article in a Reference Book**

“Mandarin.” The Encyclopedia Americana. 2004 ed.
(Article) (Reference book title) (Edition)

- **An Introduction, a Preface, a Foreword, or an Afterword**

Elliott, Emory. Afterword. The Jungle. By Upton Sinclair. New York: Signet, 1990. 342-50.
(Section author) (Section) (Book title) (Book author) (City: Publisher, Year. Pages.)

- **An Anonymous Book**

A Guide to Our Federal Lands. Washington: Natl. Geographic Soc., 1994.
(Book) (City: Publisher, Year)

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- **An E-Mail Communication**

Jones, Andrew. E-mail to the author. 25 Sept. 1999. (Name of writer. Description of message & recipient. Date of message)

- **A Television or Radio Program**

“Death and Society.” Narr. Joanne Silberner. Weekend Edition Sunday. NPR. WUWM,
(Episode or Segment) (Narrator) (Program) (Network) (Local station,)
Milwaukee. 25 Jan. 1968.
(City. Date of broadcast)

- **A DVD or Video Recording**

It’s a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, and Thomas
(Title) (Director) (Performers)
Mitchell. 1946. DVD. Republic, 1998.
(Original release date. Medium. Distributor, Year DVD released)

- **A Film**

It’s a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, and Thomas
(Title) (Director) (Performers)
Mitchell. RKO, 1946.
(Distributor, Year released)

- **A Sound Recording** (list **medium** *only* if **not** compact disk)

Simon, Paul. “Under African Skies.” Graceland. Audiotape. Warner, 1986.
(Artist) (Song) (Album) (Medium. Manufacturer, Year issued.)

Sample Entries: *MLA*, 6th Ed.

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Sample First Page

Jones 1

Steve Jones
Mrs. Smith
British Literature 3
10 April 2006

Myth, Time, and Legend in The Waste Land

Many early twentieth-century writers used myths, legends, and folklore to explore and clarify contemporary issues. T. S. Eliot, in particular, searched for inspiration in ancient texts, beliefs, and practices. In The Waste Land, Eliot uses time-honored writings from various cultures to explore decadence, despair, and spiritual death in contemporary London.

The characters in The Waste Land have been deluded into believing that they are real people; actually, they are spiritually dead and merely imitate the living:

Unreal city,
Under the brown fog of a winter dawn
A crowd flowed over London Bridge, so many,
I had not thought death had undone so many. (60-63)

Surrounded by “brown fog,” the people of London wander aimlessly over London Bridge. This passage relates to a Brahman rite of securing fertility in the land and serenity for the people by never crossing a stream without touching water (Weston 201). London’s people are dead in Eliot’s poem because they “cross the life-giving stream daily without touching it” (202).

The corpse in Eliot’s garden (71) suggests a buried god, as Sir James Frazer explains in The Golden Bough: “Under the names of Osiris, Tammus, Adonis, and Attis, the peoples of Egypt and western Asia represented the yearly decay and revival of life [. . .] which they personified as a god who annually died and rose again from the dead” (378). Unfortunately, modern London does not provide ...

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| <ul style="list-style-type: none">• Leave 1" margins on all sides• Indent paragraphs ½"• Use 8½" x 11" white paper<ul style="list-style-type: none">• Use a standard, 12-point font, such as <i>Times-Roman</i>• Title of paper is centered; do not underline your own words. Only underline the title of a title of a work. | <ul style="list-style-type: none">• Left-justify all body sections• Double-space throughout• Use only one side of the paper |
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Source: Randolph Township Public Schools

Sample Works Cited Page

Jones 12

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|---|---|
| <ul style="list-style-type: none">• 1st lines are flush left• 2nd lines are indented ½"• Double-space throughout | <ul style="list-style-type: none">• Left-justify throughout• Leave 1" margins on all sides |
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